

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF A REGULAR MEETING OF
THE FACULTY SENATE HELD ON
NOVEMBER 13, 1992, IN LISNER HALL
ROOM 603

The meeting was called to order by President Trachtenberg at 2:20 p.m.

Present: President Trachtenberg, Vice President French, Parliamentarian Schechter, Belknap, Captain-Hidalgo, Carson, Cohn, Divita, East, Englander, Fowler, Frieder, Goulard, Harrington, Hill, Holmes, Maddox, Miller, Park, Robinson, Schiff, Silber, Vontress, and Wallace

Absent: Registrar Gaglione, Felts, Friedenthal, Gupta, Johnston, Keimowitz, Mahmood, Mitchell, Morgan, Salomon, Smith, and Smythe

APPROVAL OF MINUTES

The President called for approval of the minutes of the regular meeting of September 11, 1992, as distributed. Professor Schiff asked that a correction be made on Page 1, under Approval of Minutes, to delete the figures "\$300" and "60-65%" in the next to last sentence, so that the sentence would read: "Vice President Katz replied that the total budget on the University side is approximately \$250 million and 60% is spent on salaries." The minutes were then approved, as corrected.

RESOLUTIONS

RESOLUTION 92/2, "A RESOLUTION TO AMEND THE FACULTY CODE AND GUIDE TO STUDENT RIGHTS AND RESPONSIBILITIES IN ORDER TO RESOLVE DIFFERENCES BETWEEN THEM ON HANDLING ALLEGATIONS OF PREJUDICE

On behalf of the Committee on Professional Ethics and Academic Freedom, Professor Cohn, Chair, moved on the adoption of Resolution 92/2, and the motion was seconded. Professor Cohn explained that the Faculty Code and Guide to Students Rights and Responsibilities have similar provisions for dealing with allegations of "prejudiced"

or capricious academic evaluations." The problem, he said, is the word "prejudiced" means many different things to many different people and may be equated with "illegal discrimination." Some students have read different interpretations into "prejudiced" in one document and a different interpretation in the other document with the result that sometimes they are following two procedures simultaneously. In order to clarify the language, the resolution recommends that the word "arbitrary" be substituted for the word "prejudiced" so that the language will read "arbitrary or capricious academic evaluation" wherever it appears in the attached texts of both documents. Professor Cohn also noted that in the Faculty Code text the word "If" was substituted for the word "When" so that the sentence now reads: "If a student alleges an instance of arbitrary or capacious evaluation"

Professor Robinson then offered a friendly amendment to insert the word "faculty" before the words "peer review" in the 17th line of the attached text of the Faculty Code. This amendment, she said, would make it clear that the peers are members of the faculty and would further parallel the phrasing in the Guide to Student Rights and Responsibilities. Professor Cohn and the seconder accepted the amendment.

Professor Park spoke on behalf of Professor Cheh of the law faculty who was concerned that the substitution of "arbitrary or capricious" for "prejudiced or capricious" not suggest any substantive change in the peer review procedure. The present practice is that there is no review as to the substantive judgment of the professor's evaluation, and that the new language would imply that same limitation upon peer review. Professor Park said the importance of this in the legislative history is that sometimes in administrative law, the phrase "arbitrary and capricious" has been read by some judges to mean a lack of a minimum quantum basis for the judgment of the experts or, in this case, the professor. Therefore, if the student were offended by the grade sufficiently to hire counsel, it might be misleading to counsel if there were not a legislative history making clear that this does not invite substantive review of the professor's evaluation. Professor Park said that Professor Cheh also suggested that the Senate might want to consider whether "prejudice" might have a broader meaning and go to other kinds of evaluations than merely "arbitrary." Professor Park invited the comments of Professor Schechter since Professor Cheh had also communicated her views to him. Professor Schechter said that he understood from Professor Cheh that she was perfectly content with the new language but wanted the record to reflect the fact that this new language did not constitute a policy change from past practice and would therefore be consistent with what most departments have been doing all along.

President Trachtenberg pointed out that it was possible that

a faculty member could be wrong and that a student might be able to demonstrate to the satisfaction of other experts in the field that the answer was in fact accurate. In that case, he asked how that could be resolved. Professor Park responded that he did not think that that issue would be reviewed because the professor's presentation of the material may convey a particular point that the professor wanted reflected in the answer on the exam. Therefore, an answer that was technically correct or accurate in the current statement of the law would not be rewarded because it did not reflect what was taught and what was sought on the exam. He said it seemed to him that once the review committee begins to inquire into possible meanings of the question and answer, unless it is patently arbitrary to read the question the way the professor insisted or was meant to be read, he thought one was really making a substantive evaluation of the professor's judgment.

Further discussion followed by Professors Park, Schechter, Belknap, Silber, Cohn, Hill, Schiff, President Trachtenberg, Dean Frieder and Vice President French.

The question was called, and Resolution 92/2, as amended, was unanimously adopted. (Resolution 92/2, as amended, with texts, is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

ANNUAL REPORT ON RECRUITMENT AND APPOINTMENT OF WOMEN AND MINORITIES BY RODERICK S. FRENCH, VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President French distributed a Report on the current status of the recruitment and appointment of minorities and women faculty at the University. He said that this Report was a product of a collective effort, most especially by Annie Wooldridge, Assistant Vice President for Administrative and Information Services, and Margaret K. Cohen, Assistant Vice President for Institutional Research. He noted that this was the first report in response to Senate Resolution 89/13 and, therefore, the Senate might wish to suggest modifications in the format to make it more useful for future recommendations. He said that there were no specific recommendations incorporated in this particular report because the administration was still in the process of synthesizing two reports from two cooperating, but independent committees, one appointed by the President and the other by the Faculty Senate, regarding special problems concerning recruitment of minority and women faculty. Another reason the report does not include recommendations, he said, was the University's successful performance over the last year indicating that most of our colleagues were doing the right thing and doing it well.

Vice President French then presented an overview of the information contained in the report which included data on the institutional profile and the 1991-92 recruitment activity. In closing, Vice President French noted that while the University has had remarkable success in the past year, we have not yet attained perfection. (Report to the Faculty Senate on Recruitment and Retention of Minority and Women Faculty dated November 12, 1992, from the Office of Academic Affairs is attached.)

Professor Vontress congratulated Vice President French and his office for this Report which was one of the best that he has seen. However, he stressed that unless the overall culture of the University is modified, it will be difficult to successfully achieve the goals of recruitment and retention of women and minorities. Vice President French replied that the University was working on that aspect of the problem.

A discussion followed by Professors Park, Holmes, Vontress, Divita, Goulard, Harrington, Vice President French, Assistant Vice President Cohen, Assistant Vice President Wooldridge, and Dean Fowler.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF CHAIR OF SENATE STANDING COMMITTEE

On behalf of the Executive Committee, Professor Robinson nominated Associate Professor Ernest J. Englander for election as Chair of the Committee on Faculty Development and Support to succeed Professor Nancy J. Belknap, who resigned. The nomination was approved.

II. REPORT OF THE EXECUTIVE COMMITTEE

Before presenting her report, Professor Robinson asked the Senate members to note that the meeting dates of the Executive Committee for the November and December meetings have been changed to Thursday, November 19th, and Thursday, December 17th.

On behalf of the Executive Committee, Professor Robinson then announced the following: Acting on behalf of the Senate (because of the cancellation of the October Senate meeting), the Executive Committee approved the election of the following students to four Senate Standing Committees:

Athletics and Recreation: Bill Baroni and Michael Rabie

Educational Policy: Christian Capece and Michael Starktenberg

Honors and Academic Convocations: Michael Musante and John Tarnow

Physical Facilities: Ken Egan and Cory Todres

The remainder of the Executive Committee Report is separately enclosed.

In response to the Report of the Executive Committee, Vice President French said that he concurred with the Executive Committee to hold a general discussion of the Report of the Joint Task Force on Continuing Faculty. He said such a discussion of these issues would benefit all and the institution as a whole. Vice President French said that he sent a memorandum to Professor Robinson today indicating his agreement with the Executive Committee to distribute the Report of the Joint Task Force.

III. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

Professor James Maddox, Chair of the Honors and Academic Convocations Committee, submitted an Interim Report, and the Annual Report of the Committee on Professional Ethics and Academic Freedom for the 1991-92 Session was received and distributed. (The Interim Report of the Honors and Academic Convocations Committee and the 1991-92 Annual Report of the PEAF Committee are attached.)

BRIEF STATEMENTS (AND QUESTIONS)

Professor Hill noted that evidently there has been a shortfall in student enrollment beyond what was projected. If that is the case, he asked whether this shortfall will have serious consequences for the University's revenue situation. The President responded that the University does have some small shortfalls, but not unreasonable. He said that some reserves have been put aside; however, the administration is sufficiently concerned about it. He noted that Vice President Katz has pledged to him that the Senate will not have any reason to ask such a question at this point in 1993-94. The President said he felt comfortable about reassuring the Senate that the University is okay for this year unless something startling happens between now and June 30th.

Professor Englander asked if there were any plans for relocating the Faculty Club in 2000 Pennsylvania Avenue. The President replied that the relocation of the Faculty Club in that location was unlikely but, in the deliberations about the renovations of Marvin Center, there was discussion about the relocation of the Faculty Club to a different place in the Marvin Center to make it more accessible. With respect to 2000 Pennsylvania Avenue, the President noted that there were

discussions underway now with at least two very respectable restaurant chains.

ADJOURNMENT

Upon motion made and seconded, President Trachtenberg adjourned the meeting at 3:30 p.m.



J. Matthew Gaglione
Registrar

NOTE: The tribute to George Wilson Smith, Professor of Education, read by Professor Vontress at the September 11th meeting of the Faculty Senate was inadvertently omitted and is attached to these minutes.

[Resolution from the Senate Committee on Professional Ethics and Academic Freedom, Victor H. Cohn, Chair. Telephone 4-2926]

A RESOLUTION TO AMEND THE FACULTY CODE AND GUIDE TO STUDENT RIGHTS AND RESPONSIBILITIES IN ORDER TO RESOLVE DIFFERENCES BETWEEN THEM ON HANDLING ALLEGATIONS OF PREJUDICE (92/2)

WHEREAS, the Faculty Code outlines procedures for handling allegations of "prejudiced or capricious academic evaluation," and the Guide to Student Rights and Responsibilities has, in addition, procedures for handling allegations of illegal discrimination; and

WHEREAS, the word "prejudice" may be ambiguous and/or be equated with "illegal discrimination"; and

WHEREAS, this confusion has in some instances led to the initiation of duplicative procedures to address an alleged grievance; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That, in Section III, Subsection C of the Faculty Code, and in Section II, Subsection B of the Guide to Student Rights and Responsibilities, the phrase "prejudiced or capricious" shall be replaced with the phrase "arbitrary or capricious" wherever it appears, as detailed in the attached texts.

Committee on Professional Ethics & Academic Freedom
September 21, 1992

Adopted, as amended, November 13, 1992 (see attached texts)

FACULTY CODE (1986)

III. Professional Responsibilities

C. Members of the faculty shall not permit their research to interfere with their teaching duties. In the classroom, they shall be responsible for the character of the instruction, the maintenance of good order, and the observance of University regulations. Faculty members shall make adequate preparation for their classes and conduct them in a dignified, courteous manner. They shall meet classes on time, hold classes for the full period, evaluate academic performance fairly and reasonably and report evaluations promptly, and report promptly to the appropriate dean matters requiring disciplinary action and matters relating to the physical condition of classrooms and laboratories. When If a student alleges an instance of prejudiced arbitrary or capricious academic evaluation, the allegation shall be heard and reviewed through orderly | faculty peer review procedures established by the dean and faculty of the school in which the contested academic evaluation takes place; should such peer review processes find in favor of and uphold the complaint of the student, yet the faculty member persists in refusing to alter the academic evaluation at issue, the Dean's Council and Dean shall afford the student an appropriate remedy after consultation with the peer review body.

GUIDE TO STUDENT RIGHTS & RESPONSIBILITIES (1992-93)

II. Students in the Classroom

B. ***Protection against Improper Academic Evaluation***

Students should have protection through orderly procedures against prejudiced arbitrary or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Except in instances that involve a student grievance based on allegation of illegal discrimination for which other remedy is provided under "Student Grievance Procedures", a student who alleges an instance of prejudiced arbitrary or capricious academic evaluation shall be heard and the allegation reviewed through faculty peer review procedures established by the dean and faculty of the school in which the contested academic evaluation took place. Should the peer review processes find in favor of and uphold the complaint of the student, yet the faculty member were to persist in refusing to alter the academic evaluation at issue, the Dean's Council and the dean shall afford the student an appropriate remedy after consultation with the peer review body.

13 November 1992

To: University Senate

From: Honors and Academic Convocations Committee
James Maddox, Chair

Subject: Interim Report

JHM

The full committee has met periodically this fall to consider nominations for speakers and honorary degree recipients for winter and spring commencements.

The committee has received a request from the Executive Committee to bring forward a resolution for the establishment of a lecture series on the subject of George Washington. This is pursuant to an approval of such a series by the committee last spring. The resolution will be presented at either the December or January meeting of the Senate.

Members of the Committee:

Englander, Ernest J., Business Administration
Gurne, Patricia D., Trustee
infeld, Donna Lind, Health Services Management & Policy
Kennedy, Emmet R., History
Kimmel, Paul L., Medicine
Lingo, Jane T., University Relations
Lowe, John C., Geography
Lynch, Sharon H., Special Education
Manatt, Charles T., Trustee
Moore, Dorothy A., Education
Rashid, Martha N., Educational Leadership
Regnell, Joan R., Speech and Hearing
Wade, Alan G., Theater and Dance
Yussef, Abdou S., EECS

ex officio:

French, Roderick S., Vice President for Academic Affairs
Gaglione, J. Matthew, Registrar
Hill, Peter P., Executive Committee Liaison
Holland, Sandy H., Director of University Relations
Kaplan, Susan B., Assistant Treasurer for Legal Matters
Kasle, Jill F., University Marshal

1991-92 ANNUAL REPORT OF THE FACULTY SENATE
COMMITTEE ON PROFESSIONAL ETHICS AND ACADEMIC FREEDOM

The Committee on Professional Ethics and Academic Freedom directed its attention to three principal matters during the 1991-92 term.

1. At the request of the Executive Committee, the Committee reviewed its Mission Statement, carefully considered the revisions suggested by the Executive Committee, and submitted a final draft to the Executive Committee.

2. The Committee continued the review of Senate Resolution 87/10 begun the preceding term. After lengthy consideration the Committee submitted to the Executive Committee a revised RESOLUTION TO AMEND THE FACULTY CODE PROVISIONS CONCERNING FACULTY CONSULTATION IN THE APPOINTMENT OF ADMINISTRATORS WHOSE POSITIONS RELATE TO ACADEMIC MATTERS. The Executive Committee decided to postpone forwarding the Resolution to the Senate's agenda and asked the Committee to supply additional supporting material and to seek additional reactions before presenting the Resolution or a further revised version thereof to the Senate. The Committee agreed to postpone forwarding the Resolution to the Senate until next term.

3. At the request of the Executive Committee, the Committee began a review of procedures for Faculty recommendations for appointments and reappointments for term contracts. Initial consideration led to the conclusion that considerably more information was needed and no conclusion as to the need for revisions in the Faculty Code was reached. The matter was held over of further action next term.

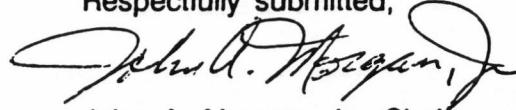
Members:

Victor H. Cohn
Kurt J. Darr
Carol H. Hoare
Paula R. Kaiser
Ward D. Maurer
Howard C. Pierpont
Jose A. Quiroga
David Robinson, Jr.
Jeffrey L. Stephanic

ex officio:

Ben Burdetsky
Jack H. Friedenthal
Susan B. Kaplan
Robert W. Kenny
Maximilian Pock

Respectfully submitted,



John A. Morgan, Jr., Chair

A TRIBUTE TO GEORGE WILSON SMITH
PROFESSOR OF EDUCATION

Professor Smith joined the George Washington University faculty as Assistant Professor in 1971. He helped build the research and measurement programs offered by the School of Education and Human Development. He developed curricula, wrote a textbook on educational measurement and research, and led several curriculum development activities within the School and the Department of Educational Leadership. Professor Smith served in several leadership positions within the School during the course of his tenure here, including chairing key committees within the School's governance structure. For many years he served on the Executive Committee of the School, the principal faculty advisory group to the Dean. He also served two terms as Chairman of the Department of Educational Leadership, retiring from that position in 1991.

Professor Smith is held in high esteem by colleagues throughout the University. He served on the Faculty Senate for eight years, including two stints on the Executive Committee. In addition, he served as Chairman of the University Objectives Committee during the 1981-1982 academic year.

Professor Smith is known to several generations of GWU students as generous with his time and always available to help. He also is known and respected by his colleagues in the Department as a constant advocate of the faculty role in the governance of the School and the University.

We wish him well in his new endeavors.

Dennis H. Holmes
Professor of Education

(Read into the record by
Clemmont E. Vontress
Professor of Counseling)

August 25, 1992

RECRUITMENT AND RETENTION OF MINORITY AND WOMEN FACULTY

REPORT TO THE FACULTY SENATE FROM THE OFFICE OF ACADEMIC AFFAIRS

NOVEMBER 12, 1992

PURPOSE

The purpose of this report is to outline the current status of the recruitment and appointment of minority and women faculty at the University. In the spirit of the Faculty Senate Resolution 89/13, this report is provided to inform decisions regarding future recruitment activity.

INSTITUTIONAL COMMITMENT

The University remains strongly committed to equal opportunity. In keeping with our commitment, we seek to ensure that all personnel decisions are made in accordance with both the spirit and the letter of our equal opportunity policies and procedures. The University's continuing commitment to equal opportunity is one of President Trachtenberg's highest priorities. We strongly feel that a university that does not enjoy the substantial presence of minorities and women on its faculty and staff is deprived of the diversity of skills, perspectives, and insights essential to a great university. It is this diversity that we seek to promote through affirmative action efforts.

Evidence of University commitment is demonstrated by the activity of two cooperating but independent committees, one appointed by the President and the other by the Faculty Senate, both of which sought to identify and address the special problems regarding recruitment and retention of minority and women faculty.

The President received the report of the Advisory Committee for the Recruitment and Retention of Minority and Women Faculty in January 1992. He then charged the Vice President for Academic Affairs to appoint a joint committee to organize the recommendations from the two committees into one plan of action at each implementation level within the University--central administration, the deans, department chairs, and individual faculty. One component of the joint committee charge is that they work with the relevant vice presidents to establish a cost estimate for the implementation of recommendations.

While it is clear that some of the recommended changes will be costly, many reflect a need to change attitudes and management practices, as opposed to increasing budget lines. Much can be done by redirecting existing resources.

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The proposed, long-term action plan that will result from the joint committee's prioritized plan will become the action plan for addressing quality of life issues for faculty in general, and for minority and women faculty in particular. It should be noted that the administration and certain schools and departments have already acted to implement some of the joint committee's recommendations. Their draft report is currently under review by the Office of Legal Matters after having undergone a thorough discussion in the Council of Deans.

FACULTY RECRUITMENT

Primary responsibility for the recruitment, retention, and development of faculty, is vested in the faculty, the deans, department chairs, and faculty personnel committees. The dean and department chair are key individuals in these activities. They are principally responsible for ensuring that all personnel decisions conform to the Faculty Code, school and departmental by-laws, and University policies on equal opportunity.

In support of equal opportunity and affirmative action, academic deans and department chairs have responsibilities that include, but are not limited to, the following:

- To ensure that all departmental personnel activities are conducted consistent with the principles set forth in the University's Affirmative Action Program;
- To provide the Office of Academic Affairs with a written statement of procedures and criteria developed by the department for recruitment, appointment, promotion and award of tenure;
- To develop a search strategy for identifying qualified women and minority applicants in the discipline and sub-discipline appropriate to the department;
- To file a recruitment plan, in accordance with established procedures, for the approval of the Office of Faculty Recruitment and Personnel Relations;
- To file a Report of Proposed Faculty Appointment summary with the Office of Faculty Recruitment and Personnel Relations prior to recommending to the Vice President for Academic Affairs that an offer be made to the successful candidate;
- To recommend appointment, promotion, salary, and award of tenure status using only job related criteria;

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- To provide terms and conditions of employment and opportunities for advancement that are in their power (i.e., the assignment of courses, teaching schedule, appointment to committees and sponsorship of participation in related professional activities, etc.) without regard to race, color, religion, sex, national origin, age, handicap, veteran status, or sexual orientation;
- To apprise all members of the department of the University-wide procedures provided in the Faculty Code for resolving EEO grievances.

The Office of Faculty Recruitment and Personnel Relations, reporting to the Vice President for Academic Affairs, is responsible for monitoring the appointment of faculty personnel from the approval of the recruitment plan to the offer of appointment, counseling deans, department chairs, and search committees about University equal employment policies, and serving as a resource in support of recruitment activity in academic units.

INSTITUTIONAL PROFILE

During the past two academic years, the administration, academic units, and the Faculty Senate have paid special attention to recruitment and retention in general and to the recruitment of minority and women faculty in particular. This report displays the results of these efforts.

The data, upon which the following statistics are based, were provided by the Office of Institutional Research. The data do not include deans, administrators with faculty rank, affiliated faculty, or non-tenure accruing Instructors in SMHS. Please see the attachments to this report for a comprehensive display of the data.

1991-92 RECRUITMENT ACTIVITY

Ninety-eight faculty left the University at the end of the 1991-92 academic year. Reasons for termination included death, disability, retirement, completion of a temporary appointment, or other job opportunities.

Included in the total were 69 men and 29 women faculty. The minority faculty leaving the University included 4 Black, 6 Asian, and 1 Hispanic.

Full-time or one-year replacements required 149 searches for appointment in the 1992-93 academic year:

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**TABLE 1:
Search Activity by Academic Unit**

<u>School</u>	<u>Total</u>
CC&GSAS	38
ESIA	2
NLC	11
SBPM	16
SEAS	17
SEHD	4
SMHS	61
TOTAL	149

CURRENT YEAR FACULTY STATISTICS

The 149 searches in 1991-92 resulted in 95 hires distributed as follows:

**TABLE 2:
New Full-Time Faculty
Academic Year 1992-93**

	<u>Men</u>	<u>Women</u>	<u>Total</u>
White	45	31	76
Black	2	2	4
Asian	5	5	10
Hispanic	4	1	5
TOTALS	56 (59%)	39 (41%)	95
Minorities	11	8	19 (20%)

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These 95 new faculty joined the existing faculty to create the following profile:

**TABLE 3:
Full-Time Faculty and % Change Between
Academic Years 1990-91--1992-93**

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	636	(4.4)	234	10.9	870	(0.7)
Black	10	N.C	20	53.8	30	30.4
Asian	46	17.9	21	N.C	67	11.7
Hispanic	13	44.4	9	12.5	22	29.4
TOTALS	705	(2.5)	284	12.3	989	1.3
Minorities	69	19.0	50	19.0	119	19.0

FACULTY BY CONTRACT STATUS

**TABLE 4:
Full-Time Faculty by Contract Status
% Change Between Academic Years 1990-91--1992-93**

Tenured & Tenure Track Positions Combined

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	508	(4.7)	138	16.0	646	(0.92)
Black	4	(33.3)	5	25.0	9	(10.0)
Asian	35	6.1	12	9.1	47	6.8
Hispanic	10	25.0	5	N.C	15	15.4
TOTALS	557	(4.0)	160	15.1	717	(0.28)
Minorities	49	4.3	22	15.8	71	7.6

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TABLE 5:
Full-Time Faculty by Contract Status
% Change Between Academic Years 1990-91--1992-93

Non-Tenure Track & Visiting Positions Combined

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	128	(3.0)	96	4.3	224	N.C
Black	6	50.0	15	66.7	21	61.5
Asian	11	83.3	9	10.0	20	25.0
Hispanic	3	200.0	4	33.3	7	75.0
TOTALS	148	3.5	124	8.8	272	5.8
Minorities	20	81.8	28	27.3	48	45.5

FACULTY BY RANK

TABLE 6:
Full-Time Faculty by Rank
% Change Between Academic Years 1990-91--1992-93

Senior Ranks--Professor & Associate Professor

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	508	(2.9)	111	7.8	619	(1.1)
Black	6	(25.0)	9	350.0	15	50.0
Asian	28	16.7	8	(11.1)	36	9.0
Hispanic	7	N.C	4	N.C	11	N.C
TOTALS	549	(2.3)	132	11.9	681	0.1
Minorities	41	5.1	21	40.0	62	14.8

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TABLE 7:
Full-Time Faculty by Rank
% Change 1990-91--1992-93

Junior Ranks--Assistant Professor & Instructor

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	126	(7.4)	117	13.6	243	1.7
Black	4	100.0	11	N.C	15	15.4
Asian	18	20.0	13	8.3	31	14.8
Hispanic	5	150.0	5	25.0	10	66.7
TOTALS	153	(1.3)	146	12.3	299	4.9
Minorities	27	42.1	29	7.4	56	21.7

ISSUES AND CHALLENGES

Recruitment Activity--General

The results of this report reflect the enhanced cooperation among all offices and individuals involved in faculty recruitment, including: the President, Office of Academic Affairs, Faculty Recruitment and Personnel Relations, deans, department chairs, and search committees. Noteworthy improvements have been made in the areas of monitoring search activity, minority outreach efforts, better informed search committees, communication with the Office of Faculty Recruitment and Personnel Relations, record keeping, and better search plans and summary reports. However, a number of events have occurred that underscore the need for continued emphasis on the proper conduct of searches, better and more accurate communication with applicants/candidates, and the thorough evaluation of candidates' dossiers.

Recruitment Activity--Challenges

Any progress in improving the representation of minority faculty, particularly Black and Hispanic faculty, is to some degree a function of the pool of doctorate holders. Thus, strategies to recruit minority faculty must be intimately tied to efforts to recruit undergraduate and graduate students to increase the number of doctorates in the groups. This undertaking is one that requires the participation and resources of all institutions of higher education. Additionally, at GW, academic units can expand networking and minority outreach efforts to include other

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GW schools and departments. In doing so, we could avail ourselves of an infrequently or untapped source of potential applicants that are already within our community.

Retention

No recruitment effort can succeed without simultaneously undertaking a serious and major commitment to improving conditions of service for those faculty already here. Our best recruitment tool is a satisfied faculty; our best retention plan is one that addresses their problems.

Over the past few years, a number of programs and activities were launched in support of the development and retention of faculty. These initiatives have included: additional funding for research, the University Teaching Center, university-wide new faculty orientation, expansion of the orientation program for department chairs, targeted salary increases, the Committee on the Status of Women Faculty and Librarians. The administration, Faculty Senate, Council of Deans and department chairs have focused attention on such issues as the annual evaluation process, flexible contractual arrangements, and the review and revision of departmental by-laws and procedures.

In spite of our improvements, we continue to experience problems that in most cases stem from uninformed or inattentive management. This is a constant reminder of the need to do more to enhance awareness on the part of department chairs and faculty personnel committees about good human resource management practices.

Faculty Salary Equity

The University continues to monitor faculty salaries to prevent inequities. Salary evaluations are completed every two years by a committee composed of representatives from the Office of Academic Affairs and the Faculty Senate. Salaries that are found to be out of line are adjusted accordingly.

LOOKING TO THE FUTURE

One of the most significant implications for any organization in the future will be the changing demographics of the workforce. We will be faced with a reduction in population and labor force growth, an aging labor pool, and an increase in the number of women in the workforce. Minorities and immigrants will be the fastest growing component of new entrants into the work force. Coupled with this will be a change in worker values. Will GW be prepared for these changes? We will if we plan and act ahead of time.

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Report To The Faculty Senate
November 12, 1992**

If we are not only to survive, but to thrive in the future, maintaining a distinctive role among American universities, faculty throughout our institution must lend their energies to strengthening a continued effort to create a diversified faculty. Attaining this goal will require even deeper commitment on the part of all of us because of certain specific changes in both internal and external circumstances. As was announced last year, the overall size of the full-time faculty is being stabilized this year at its current level through a Position Control Plan developed with the Council of Deans. We also face the prospect of a change in the federal law in January 1994 that will eliminate mandatory retirement of tenured faculty who reach the age of seventy. Taken together, these two developments undoubtedly will mean a decrease in the number of positions to be filled each year. We will have to achieve our recruitment goals within a reduced number of new appointments.

GEORGE WASHINGTON UNIVERSITY
INSTITUTIONAL PROFILE
FULL-TIME FACULTY*

YEAR	TOTAL	MEN	WOMEN	MINORITY	BLACK	ASIAN	HISPANIC
TOTAL							
.....							
1990	976	723	253	100	23	60	17
1991	995	724	271	108	27	63	18
1992	989	705	284	119	30	67	22
PERCENT OF TOTAL							
.....							
1990	100.0%	74.1%	25.9%	10.3%	2.4%	6.2%	1.7%
1991	100.0%	72.8%	27.2%	10.9%	2.7%	6.3%	1.8%
1992	100.0%	71.3%	28.7%	12.0%	3.0%	6.8%	2.2%

IR 11/12/92 (FACULTY/EEO92.WK1 A47..O73)

*Excludes administrators with faculty rank, deans & associate deans, research faculty, affiliated faculty and non-tenure-accruing instructors in SMHS.

GEORGE WASHINGTON UNIVERSITY
 1992-93 FULL-TIME FACULTY*
 BY SCHOOL
 % CHANGE 1990-91 AND 1992-93

	TOTAL	MEN		WOMEN		MINORITY	
		#	% Change	#	% Change	#	% Change
	-----	-----	-----	-----	-----	-----	-----
A&S	343	228	-3.0%	115	5.5%	36	33.3%
SBPM	107	87	-1.1%	20	42.9%	11	22.2%
SEHD	60	24	0.0%	36	24.1%	9	50.0%
ESIA	21	19	-13.6%	2	100.0%	1	0.0%
SEAS	92	84	0.0%	8	33.3%	16	6.7%
SMHS	305	215	-3.6%	90	8.4%	42	10.5%
NLC	57	44	0.0%	13	18.2%	4	0.0%
UNIV	4	4	33.3%	0	0.0%	0	0.0%
TOTAL	989	705	-2.5%	284	12.3%	119	19.0%

IR 11/13/92 (FACULTY/EEO92.WK1 a170..o196)

*Excludes administrators with faculty rank, deans & associate deans, research faculty, affiliated faculty and non-tenure-accruing instructors in SMHS.

GEORGE WASHINGTON UNIVERSITY
INSTITUTIONAL PROFILE
FULL-TIME FACULTY

CONTRACTUAL STATUS

YEAR	TOTAL	MEN	WOMEN	MINORITY	BLACK	ASIAN	HISPANIC
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TENURED FACULTY

1990	558	467	91	40	5	26	9
1991	553	464	89	37	5	24	8
1992	550	458	92	38	6	25	7

NON-TENURED TENURE-TRACK

1990	161	113	48	27	5	18	4
1991	167	112	55	26	3	17	6
1992	167	99	68	33	3	22	8

REGULAR NON-TENURE TRACK*

1990	204	105	99	28	11	13	4
1991	229	116	113	38	16	18	4
1992	236	124	112	41	18	19	4

VISITING FACULTY

1990	53	38	15	5	2	3	0
1991	46	32	14	7	3	4	0
1992	36	24	12	7	3	1	3

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IR 11/12/92 (FACULTY/EEO92.WK1 A1..043)

*Excludes non-tenure-accruing instructors in SMHS.

**GEORGE WASHINGTON UNIVERSITY
INSTITUTIONAL PROFILE
FULL-TIME FACULTY
CONTRACTUAL STATUS
PERCENT OF TOTAL**

YEAR TOTAL MEN WOMEN MINORITY BLACK ASIAN HISPANIC

TENURED FACULTY

1990	100.0%	83.7%	16.3%	7.2%	0.9%	4.7%	1.6%
1991	100.0%	83.9%	16.1%	6.7%	0.9%	4.3%	1.5%
1992	100.0%	83.3%	16.7%	6.9%	1.1%	4.6%	1.3%

NON-TENURED TENURE-TRACK

1990	100.0%	70.2%	29.8%	16.8%	3.1%	11.2%	2.5%
1991	100.0%	67.1%	32.9%	15.6%	1.8%	10.2%	3.6%
1992	100.0%	59.3%	40.7%	19.8%	1.8%	13.2%	4.8%

REGULAR NON-TENURE TRACK*

1990	100.0%	51.5%	48.5%	13.7%	5.4%	6.4%	2.0%
1991	100.0%	50.7%	49.3%	16.6%	7.0%	7.9%	1.8%
1992	100.0%	52.5%	47.5%	17.4%	7.6%	8.1%	1.7%

VISITING FACULTY

1990	100.0%	71.7%	28.3%	9.4%	3.8%	5.7%	0.0%
1991	100.0%	69.6%	30.4%	15.2%	6.5%	8.7%	0.0%
1992	100.0%	66.7%	33.3%	19.4%	8.3%	2.8%	8.3%

IB 11/12/82 (FACULTY/FFO82 WK1 T1 AH43)

*Excludes non-tenure-earning instructors in SMHS

GEORGE WASHINGTON UNIVERSITY
INSTITUTIONAL PROFILE
FULL-TIME FACULTY

BY RANK

YEAR	TOTAL	MEN	WOMEN	MINORITY	BLACK	ASIAN	HISPANIC
PROFESSORS							
1990	433	379	54	29	4	19	6
1991	435	381	54	27	5	17	5
1992	430	373	57	28	7	17	4
ASSOCIATE PROFESSORS							
1990	247	183	64	25	6	14	5
1991	246	178	68	23	3	15	5
1992	251	176	75	34	8	19	7
ASSISTANT PROFESSORS							
1990	278	154	124	44	12	26	6
1991	291	160	131	54	17	29	8
1992	287	150	137	54	15	29	10
INSTRUCTORS*							
1990	17	8	9	2	1	1	0
1991	18	2	16	4	2	2	0
1992	19	7	12	3	0	2	1
CLINICAL LAW							
1990	7	3	4	0	0	0	0
1991	6	1	5	0	0	0	0
1992	7	2	5	0	0	0	0

IR 11/12/92 (FACULTY/EEO92.WK1 A85..O131)

*Excludes non-tenure accruing-instructors in SMHS.

GEORGE WASHINGTON UNIVERSITY
 INSTITUTIONAL PROFILE
 FULL-TIME FACULTY
 BY RANK
 PERCENT OF TOTAL

YEAR	TOTAL	MEN	WOMEN	MINORITY	BLACK	ASIAN	HISPANIC
PROFESSORS							
1990	100.0%	87.5%	12.5%	6.7%	0.9%	4.4%	1.4%
1991	100.0%	87.6%	12.4%	6.2%	1.2%	3.9%	1.2%
1992	100.0%	86.7%	13.3%	6.5%	1.6%	4.0%	0.9%
ASSOCIATE PROFESSORS							
1990	100.0%	74.1%	25.9%	10.1%	2.4%	5.7%	2.0%
1991	100.0%	72.4%	27.6%	9.4%	1.2%	6.1%	2.0%
1992	100.0%	70.1%	29.9%	13.6%	3.2%	7.6%	2.8%
ASSISTANT PROFESSORS							
1990	100.0%	55.4%	44.6%	15.8%	4.3%	9.4%	2.2%
1991	100.0%	55.0%	45.0%	18.6%	5.8%	10.0%	2.8%
1992	100.0%	52.3%	47.7%	18.8%	5.2%	10.1%	3.5%
INSTRUCTORS*							
1990	100.0%	47.1%	52.9%	11.8%	5.9%	5.9%	0.0%
1991	100.0%	11.1%	88.9%	22.2%	11.1%	11.1%	0.0%
1992	100.0%	36.8%	63.2%	15.8%	0.0%	10.5%	5.3%
CLINICAL LAW							
1990	100.0%	42.9%	57.1%	0.0%	0.0%	0.0%	0.0%
1991	100.0%	16.7%	83.3%	0.0%	0.0%	0.0%	0.0%
1992	100.0%	28.6%	71.4%	0.0%	0.0%	0.0%	0.0%

IR 11/12/92(FACULTY/EEO92.WK1 T85..AH131)

*Excludes non-tenure-accruing instructors in SMHS.

Faculty Senate Minutes - November 13, 1992

REPORT OF THE EXECUTIVE COMMITTEE

On behalf of the Executive Committee, Professor Robinson reported on the following matters:

(1) POST TENURE REVIEW

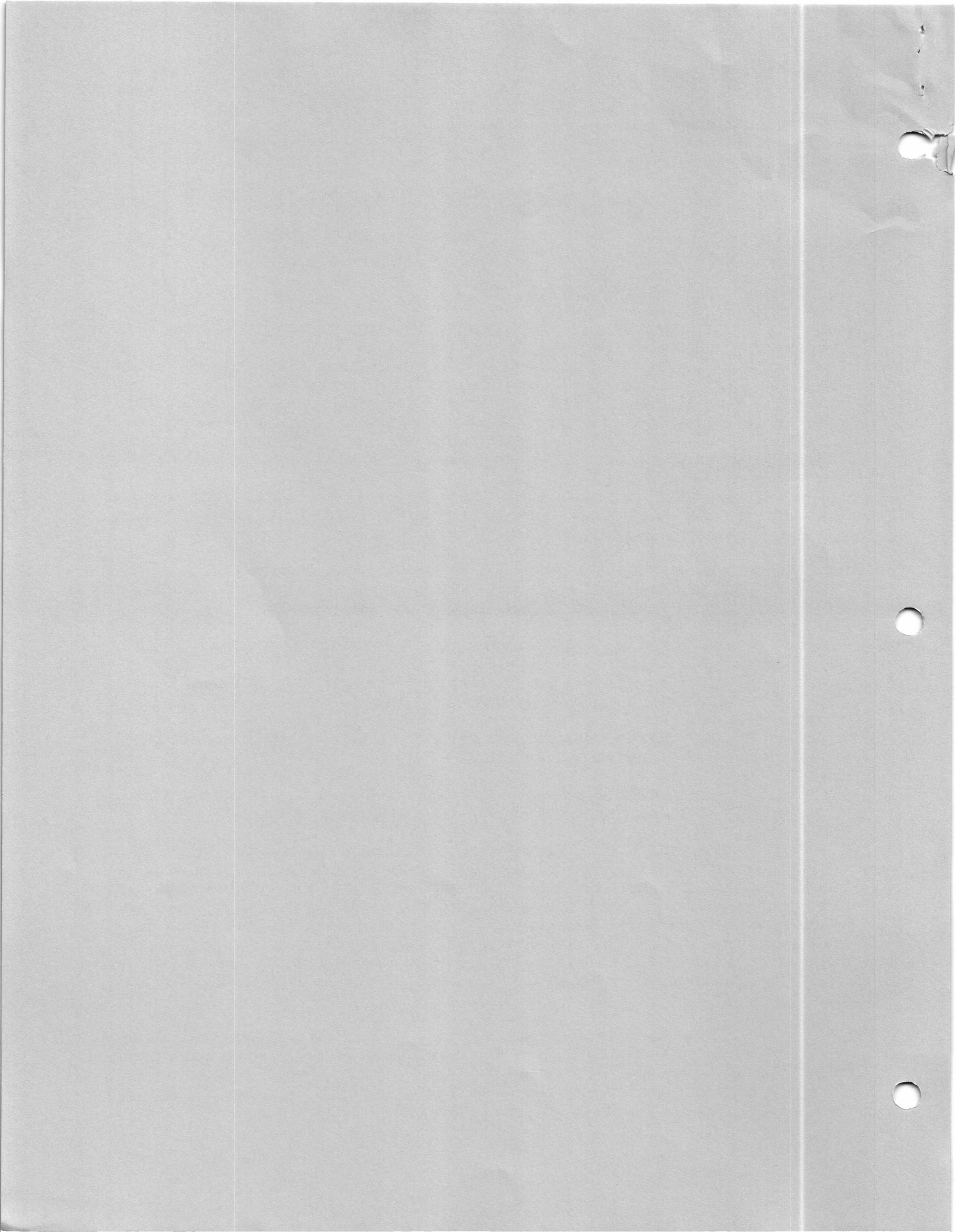
In September, the Chair of the Executive Committee reported that the Interim Report of the Joint Task Force on Continuing Faculty had been sent to two Senate Committees. That Report and a recently received Final Report are also being discussed by the Executive Committee, especially in the context of the administration's recent request that the Executive Committee appoint three faculty members to this year's Task Force to proceed toward the implementation of its basic proposals.

So that the Executive Committee's position is understood, the Chair outlined what appear to be the salient points under discussion in the present form of the Report:

- (a) Regular, periodic review of tenured and other continuing faculty by department chairs or dean, including a seven-year review.
- (b) Higher merit increases for deserving faculty.
- (c) Possible peer review of tenured and other continuing faculty.
- (d) Merit reductions in salary for tenured and other continuing faculty.
- (e) "Encouragement" of selected tenured and other continuing faculty to take retirement.

Because the Executive Committee believes that the findings and preliminary recommendations of the Task Force are of such importance to faculty, it has written to Vice President French, requesting that there be a general Senate discussion of the Report and presentation/commentary by a member of last year's Task Force. The Executive Committee is persuaded that no additional steps or new appointments should be made without an informed faculty discussion and a determination of the sense of the Faculty Senate.

The Executive Committee is further persuaded that broad faculty discussion and debate regarding matters clearly affecting the future academic direction of the institution, including the protections presently provided by the Faculty Code for the system of tenure, are essential at this juncture.



Faculty Senate Minutes - November 13, 1992
Report of the Executive Committee (cont'd)

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(2) NONCONCURRENCES

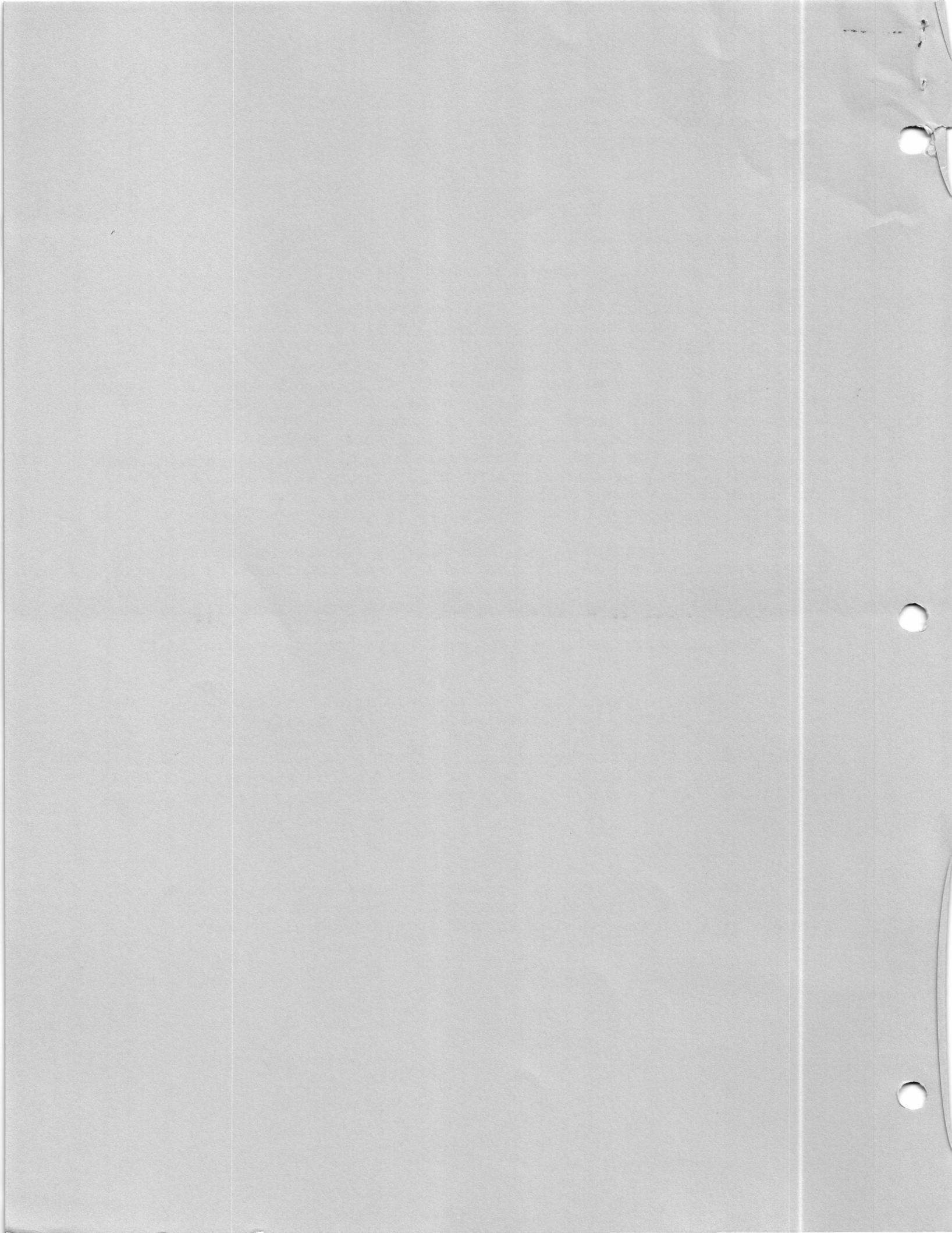
As reported at the September meeting, two administration nonconcurrences in the Arts and Sciences with departmental promotion recommendations could not be resolved. Consequently and in conformity with the Faculty Code, these nonconcurrences were forwarded to the Board of Trustees through the President on October 1, 1992. The cases were then referred to the Board's Academic Affairs Committee. Because of a split vote and the absence of a number of Committee members, the Acting Committee Chair forwarded the matter to the Executive Committee of the Board for decision. At the request of the Executive Committee of the Faculty Senate, the Board of Trustees Executive Committee will be receiving an oral presentation in addition to the written report from the Faculty Senate Executive Committee. The Chair of the Executive Committee will be making the oral presentation.

It is important that the faculty be alerted that beyond the specifics of the two cases, there are important underlying issues. There is clearly a disagreement between the administration and the Faculty Senate on the role and function of College and School Personnel Committees. Additionally, the interpretation of what constitutes "compelling reasons" for a nonconcurrence is also at issue.

Because these are of such concern to faculty, the Executive Committee is preparing a report dealing with these matters in reference to the Faculty Code, the institutional history, and the Faculty Senate discussions. The latter especially should be reviewed with respect to last year's Senate debate on Resolutions 91/6 and 91/9 regarding School-Wide Personnel Committees.

(3) GRIEVANCES

In the matter of the grievance in the School of Engineering, the Executive Committee appointed Professor Todd Peterson of the National Law Center as the Special Mediator.



THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

November 2, 1992

The Faculty Senate will meet on Friday, November 13, 1992,
at 2:10 p.m., in Lisner Hall 603.

AGENDA

1. Call to order

2. Approval of the minutes of the regular meeting of
September 11, 1992.

3. Resolutions:

A RESOLUTION TO AMEND THE FACULTY CODE AND GUIDE TO
STUDENT RIGHTS AND RESPONSIBILITIES IN ORDER TO RE-
SOLVE DIFFERENCES BETWEEN THEM ON HANDLING ALLEGATIONS
OF PREJUDICE (92/2) with accompanying texts
(Resolution 92/2 and texts attached)

4. Introduction of Resolutions

5. Annual Report on Recruitment and Appointment of Women and
Minorities from the Office of the Vice President for
Academic Affairs

6. General Business:

(a) Nomination for election of Chair of the Committee on
Faculty Development and Support, as a replacement for
Professor Nancy J. Belknap, who resigned

(b) Report of the Executive Committee: Professor Lilien
F. Robinson, Chair

(c) Interim Reports of Senate Committee Chairs

7. Brief Statements (and Questions)

8. Adjournment



J. Matthew Gaglione
Secretary

[Resolution from the Senate Committee on Professional Ethics and Academic Freedom, Victor H. Cohn, Chair. Telephone 4-2926]

A RESOLUTION TO AMEND THE FACULTY CODE AND GUIDE TO STUDENT RIGHTS AND RESPONSIBILITIES IN ORDER TO RESOLVE DIFFERENCES BETWEEN THEM ON HANDLING ALLEGATIONS OF PREJUDICE (92/2)

WHEREAS, the Faculty Code outlines procedures for handling allegations of "prejudiced or capricious academic evaluation," and the Guide to Student Rights and Responsibilities has, in addition, procedures for handling allegations of illegal discrimination; and

WHEREAS, the word "prejudice" may be ambiguous and/or be equated with "illegal discrimination"; and

WHEREAS, this confusion has in some instances led to the initiation of duplicative procedures to address an alleged grievance; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That, in Section III, Subsection C of the Faculty Code, and in Section II, Subsection B of the Guide to Student Rights and Responsibilities, the phrase "prejudiced or capricious" shall be replaced with the phrase "arbitrary or capricious" wherever it appears, as detailed in the attached texts.

Committee on Professional Ethics & Academic Freedom
September 21, 1992

III. Professional Responsibilities

Members of the faculty shall not permit their research to interfere with their teaching duties. In the classroom, they shall be responsible for the character of the instruction, the maintenance of good order, and the observance of University regulations. Faculty members shall make adequate preparation for their classes and conduct them in a dignified, courteous manner. They shall meet classes on time, hold classes for the full period, evaluate academic performance fairly and reasonably and report evaluations promptly, and report promptly to the appropriate dean matters requiring disciplinary action and matters relating to the physical condition of classrooms and laboratories. *When If a student alleges an instance of prejudiced arbitrary or capricious academic evaluation, the allegation shall be heard and reviewed through orderly peer review procedures established by the dean and faculty of the school in which the contested academic evaluation took place. Should the peer review processes find in favor of and uphold the complaint of the student, yet the faculty member were to persist in refusing to alter the academic evaluation at issue, the faculty member persists in refusing to alter the academic evaluation at issue, the Dean's Council and Dean shall afford the student an appropriate remedy after consultation with the peer review body.*

II. Students in the Classroom

B. Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced arbitrary or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. *Except in instances that involve a student grievance based on allegation of illegal discrimination for which other remedy is provided under "Student Grievance Procedures", a student who alleges an instance of prejudiced arbitrary or capricious academic evaluation shall be heard and the allegation reviewed through faculty peer review procedures established by the dean and faculty of the school in which the contested academic evaluation took place. Should the peer review processes find in favor of and uphold the complaint of the student, yet the faculty member were to persist in refusing to alter the academic evaluation at issue, the Dean's Council and the dean shall afford the student an appropriate remedy after consultation with the peer review body.*

